

**A STUDY ON LANGUAGE LEARNING STRATEGIES USED
BY INTERNATIONAL CLASS STUDENTS AT FACULTY OF
LAW UNIVERSITAS BRAWIJAYA**

THESIS

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ABSTRACT

Ayuningtyas, D.S. 2013. **A Study on Language Learning Strategies Used by International Class Program Students at Faculty of Law Universitas Brawijaya.** Study program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor : Endang Sasanti, Co-supervisor : Ida Puji Lestari.

Keywords : language learning strategies, international class students, Strategy Inventory for Language Learning (SILL) questionnaire.

Nowadays English is known as an international language that has been used for communication. Considering English has an important role in international communication, most of students in Indonesia have learnt English from elementary level to tertiary level. So, English becomes a compulsory subject in Indonesia, as a foreign language in Indonesia learning English is not always easy. There are some factors that can affect language learning, one of those factors is learning strategy. This study was conducted to investigate the application of learning strategies and to examine the most frequently language learning strategy used by 2010 academic students of international class program at Faculty of Law Universitas Brawijaya in English learning process.

This study used descriptive quantitative approach. The participants investigated were 25 students of 2010 academic year at Faculty of Law Universitas Brawijaya. The data were taken from Strategy Inventory for Language Learning (SILL) questionnaire completed by the students. The result reveals that the use of overall language learning strategies falls into medium level, meaning that the students sometimes used those strategies. In particular, metacognitive strategies are found as the most frequently used strategies, followed by social, compensation, cognitive, affective and memory strategies.

In conclusion, based on the scores, it shows that the types of learning strategies almost have the same level of usage from each type. Meanwhile, there is still have the most frequently learning strategy that have been used by the students, from the six types of learning strategies that is metacognitive strategy. The writer suggests the English lecturers can help the students to understand more about the importance of language learning strategies, or give the students training to be able to apply them in the learning activity. Further researchers are also suggested to use other variables of individual differences of language learning strategy in conducting research.

ABSTRAK

Ayuningtyas, D. S. 2013. **A Study on Language Learning Strategies Used by International Class Program Students at Faculty of Law Universitas Brawijaya**. Program studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing (I): Endang Sasanti, Pembimbing (II): Ida Puji Lestari.

Kata Kunci : Strategi pembelajaran bahasa, kelas bahasa Inggris, kuisioner SILL.

Dewasa ini, bahasa Inggris dikenal sebagai bahasa internasional yang digunakan untuk berkomunikasi. Mengingat bahasa Inggris mempunyai peran penting dalam komunikasi internasional, kebanyakan siswa di Indonesia harus belajar bahasa Inggris dari tingkatan dasar sampai tingkat universitas. Sehingga, bahasa Inggris menjadi mata pelajaran wajib di Indonesia, sebagai bahasa asing di Indonesia belajar bahasa Inggris tidaklah mudah. Ada beberapa faktor yang dapat mempengaruhi belajar bahasa, salah satunya adalah strategi belajar. Penelitian ini dilakukan untuk mengetahui strategi pembelajaran bahasa yang diaplikasikan oleh mereka dan juga untuk menguji strategi belajar apa yang paling disukai oleh mahasiswa pada ajaran tahun 2010 di Fakultas Hukum kelas bahasa Inggris Universitas Brawijaya.

Penelitian ini menggunakan pendekatan deskriptif kuantitatif. Partisipan yang diteliti adalah 25 mahasiswa pada ajaran tahun 2010 Fakultas Hukum Universitas Brawijaya. Data studi ini didapat dari kuesioner SILL yang diisi oleh para mahasiswa. Hasilnya, menunjukkan bahwa pengaplikasian strategi pembelajaran bahasa berada pada level sedang, yang berarti para siswa terkadang menggunakan strategi pembelajaran. Secara spesifik, metakognitif merupakan strategi yang paling sering digunakan, diikuti oleh strategi sosial, kompensasi, kognitif, afektif dan memori.

Kesimpulannya adalah, berdasarkan skor mengungkapkan bahwa hasil dari 6 macam strategi belajar hampir setiap tipe strategi mempunyai level yang sama dalam penggunaannya. Sementara itu, tetap ada strategi yang paling disukai oleh para mahasiswa, dari enam tipe strategi tersebut yang paling disukai adalah strategi metakognitif. Penulis menyarankan agar dosen bahasa Inggris dapat membantu mahasiswa untuk lebih mengerti pentingnya strategi pembelajaran bahasa atau memberikan latihan kepada mahasiswa untuk dapat mengaplikasikan dalam kegiatan belajar. Untuk peneliti selanjutnya disarankan untuk menggunakan variabel perbedaan individual lainnya dalam melakukan penelitian strategi belajar bahasa.

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